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ABSTRACT

This teaching manual for a nine-week vocational orientation course for displaced homemakers covers emotional support, self-confidence building, and short- and long-term career and life planning. Designed to be used with a group of fifteen or less in an informal environment, the program manual is divided into two types of lessons: emotional support and vocational orientation. Each of the eighteen two-hour sessions presented include objectives, instructional activities, and a narrative section which gives the instructor background information and suggestions for the lesson. Selected lesson titles listed under emotional support are Counting Lemons: Airing My Gripes: Getting It Together: Becoming Independent: What's Holding Me Back: Fears and Beliefs: and Single Again: Sexuality and Relationships. Selected vocational orientation titles are Personalities and Jobs: What Do I Have to Offer?: Assessing My Skills: Examining the Job Market: Testing Reality; and Focusing on Vocational Options. Forms, suggested reading lists, and short readings referenced in the guide are included in the thirteen appendixes. The final report (appended) documents the development and publicizing of the course, and gives statistical data on personal characteristics and subsequent job training or employment of the sixty-five women who participated in the course over three academic quarters. (KEK)

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# VOCATIONAL ORIENTATION COURSE FOR DISPLACED HOMEMAKERS

## INSTRUCTOR'S MANUAL

DEVELOPED UNDER
PROJECT NO. 77-AXC-(164)-NC

VOCATIONAL ORIENTATION AND TRAINING
FOR
DISPLACED HOMEMAKERS

PROGRAM IMPROVEMENT PROJECT
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CE 024 874

# VOCATIONAL ORIENTATION COURSE FOR DISPLACED HOMEMAKERS

## INSTRUCTOR'S MANUAL


Developed by: THE WOMEN'S CENTER
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Under a grant from: The Research Coordination Unit
Commission for Vocational Education
Olympia, Washington

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# FOREWARD

The following is a manual for a nine week vocational orientation course designed for Displaced Homemakers under a grant from the research coordination unit of the Washington Commission for Vocational Education. The manual and the Displaced Homemaker Program were developed at the Women's Center of Bellevue Community College.

The Displaced Homemaker is a mature woman who has been a full-time homemaker and who must now obtain paid employment due to death of spouse, divorce or other loss of family income. She is most often ineligible for unemployment compensation, social security or public assistance. Having spent many years in a dependent role, the Displaced Homemaker often lacks self-confidence and vocational goals. She is frequently not aware of the skills, abilities and potentials she has developed during years of homemaking. She faces additional hurdles in seeking employment because she is older and lacks recent paid work experience. In short, she is emotionally and vocationally unprepared to compete in the job market.

The Displaced Homemaker differs from the average returning woman student because of the immediacy of her needs. She frequently does not have the time or financial resources for two or more years of education. Typically, she has six months to one year to prepare for employment. She may be under severe emotional stress with feelings running the gamut from deep grief and loss, to anger or fear. The Displaced Homemaker did not <u>choose</u> to go back to work or school; circumstances, often beyond her control, make the choice for her. Thus, she may lack the motivation and enthusiasm so often displayed by returning women students.

It is essential that any job readiness course for Displaced Homemakers take their special needs into account and include emotional support, self-confidence building and short term/long term career and life planning. A small group (15), supportive instructors and an informal environment are important in order for a network of mutual support and enthusiasm to develop in the class. The nine week program is divided into two parts, self-confidence building/emotional support, and vocational

orientation. At Bellevue Community College it is taught by a team: a certified vocational counselor and a trained peer counselor. both instructors are Displaced Homemakers themselves.

Students attend class twice a week for two hour sessions. Due to grant funding, the class is offered at no charge. The first four sessions are designed to assist the Displaced Homemaker in expressing some of the emotions which may be consuming her energy and preventing her from making realistic plans and taking action. The sessions include exercises to build group cohesiveness, increase self-esteem and teach techniques of self care. During this period, it is arranged for students to take vocational interest and aptitude tests outside of class. At the fifth session, vocational planning is begun, with the examination of personal intersts, skills and values.

From this point on, vocational planning and emotional support sessions are alternated according to the needs of the class. Some groups may be more ready to focus on employment than others. A class composed primarily of divorced women may need to focus on different emotional issues than a class composed mainly of widows. At all times, it is essential that the instructor maintain flexibility and conduct the course to best meet the needs of the group.

Following the nine week course, all students are required to attend an intensive 20-hour job finding seminar, offered by Interaction, Inc. a private corporation on contract from the State Department of Employment Security. The workshops are offered free of charge around King County and are scheduled at Bellevue Community College to integrate with the Displaced Homemakers Program. The seminar concentrates on resume writing, interviewing and job search techniques. It serves as an excellent reinforcement and follow-up to the material presented in the Displaced Homemaker course. Similar workshops are available with other companies on contract throughout the state.

The Displaced Homemakers Program is advertised through Women's Center brochures, the quarterly college schedule, posters and flyers, press

releases and through a referral network established with community agencies. A small ad is placed under Help Wanted in the local newspaper for three to four weeks before the class begins. It reads: "Free job readiness program for divorced and widowed homemakers. Call BCC Women's Center, 641-2279." This has been extremely effective in reaching Displaced Homemakers.

One hour orientations for Displaced Homemakers interested in the course are held two weeks and one week before the class is scheduled to begin. The orientations are well publicized through press releases to the media and through personal phone calls to referring agencies. At the orientations, the instructors introduce themselves and describe the program. Those attending are invited to introduce themselves and identify the services they seek. Each person completes an intake form and is told when she will be notified of her acceptance into the program.

Intake forms are screened by the instructors. Women who can most benefit from the program are given first priority. Those indicating extreme emotional stress, or under heavy medication, and are separated and still in the process of divorce are offered an informal emotional support group run by the Women's Center, or they are referred to the appropriate agencies. Our experience is that persons in the process of divorce, especially those still negotiating a property settlement, would benefit more from postponing the course until they are through this period. This reason is due to heavy emotional stress at this stage of separation, and also to the frequent advice of attorneys to avoid employment until after the property settlement is made.

The most effective Displaced Homemaker Program does not exist in a vacuum. It is backed up by a network of support services on the campus and in the community. At Bellevue Community College, the Women's Center with its information and referral services, workshops, lectures and discussion groups, guides students to the Displaced Homemakers Program, and offers continuing services after the course is over. The Student Health Care Center provides information and services; a lawyer from the Retired

Senior Volunteer Program provides legal advising; the Human Development Center provides vocational testing and resources; the Office of Student Programs and Activities provides clerical support. Off-campus, a network of public and private agencies offer information, referrals, guest speakers, employment assistance and publicity. The Displaced Homemaker Program exemplifies the community college at its best, organizing the resources of the community to serve its citizens.

COURSE OUTLINE

EMOTIONAL SUPPORT — VOCATIONAL ORIENTATION

I. Introduction:
Why Am I Here?.....

II. Counting Lemons:
Airing My Gripes.....

III. Making Lemonade:
Asssessing My Strengths.....

IV. It Hurts to Grow:
Self Care.....

V. Who Am I Now:
.....Making a Collage

VI. Who Am I Now:
.....Making a Collage

VII. Along and Getting it Together:
Becoming Independent.....

VIII. Personalities and Jobs

IX. What do I Have to Offer?
.....Assessing My Skills

X. What Do I Have to Offer?
.....Assessing My Skills

XI. Now that I Am Here, Where Am I Going?
.....Career Resources

XII. Getting Ready to Leave the Nest:
.....Informational Interviewing

XIII. What's Holding Me Back?
Fears and Beliefs.....

XIV. Moving Forward:
Taking Control.....

XV. Single Again:
Sexuality and Relationships.....

COURSE OUTLINE (Continued)

| EMOTIONAL SUPPORT | VOCATIONAL ORIENTATION |
|---|---|
| ..... | XVI. Examining the Job Market: Testing Reality |
| ..... | XVII. Focusing on Vocational Options |
| ..... | XVIII. Ready to Fly |

SESSION I

Objectives

1. To introduce co-leaders and welcome participants.
2. To take an immediate assessment of the participants' self-concept.
3. To clarify program objectives and expectations.
4. To clarify the participants' expectations of the program.
5. To help participant focus on self-defeating behavior.

Activities

1. Identify leaders by name, present living conditions and marital status. (15 minutes)
2. Administer the Tennessee Valley Self-Concept Test. (30 minutes)
3. Hand out folder containing course outline, annotated bibliography, community resource packet. Request students to maintain a notebook for class notes, homework assignments and personal reactions to class material. (15 minutes) (See appendix for samples)
4. Have group members introduce themselves by name, present living conditions, marital status and by giving clarification of their expectations of the program. (1 hour)
5. Homework: Make a list of 25 gripes about your present living situation.

SESSION I (Continued)

Narrative

In this first class, it is very important to establish a warm, supportive atmosphere where the co-leaders role model personal sharing and empathy. It is also important to recognize and point out the commonality and differences of the group members. At this time, the leaders should become aware of the diverse needs of the members in order to plan and supplement future classes.

For the purposes of our grant, the Tennessee Self-Concept Scale was used as a pre and post test to assess the personal growth and change of program participants. Other self-assessment inventories are available and may prove equally useful.

The leaders have found the notebook an excellent device for self-monitoring. It is suggested that group leaders and members wear name tags. The community resource packet lists all public and private agencies offering services to Displaced Homemakers, including Public Assistance, Employment Security, Social Security, CETA, all vocational training institutions, employment resource centers, widows services, consumer information bureaus, women's centers, mental health centers, etc. Each listing contains the address, phone number, operating hours, description of services, procedure for using services, and the name of a contact person.

SESSION II

Objectives

1. Encourage participants to express anger and resentment.
2. Identify major needs and concerns of the group members, and build group trust.
3. Assist participants to focus on positive behavior.

Activities

1. Form dyads by choice. One member is "A" and one is "B" (1 hour)
   a. "A" ventilates list of gripes, "B" listens. (3 minutes) Reverse roles. (3 minutes) Share personal reactions. (3 minutes)
   b. Change partners and repeat (a).
   c. Change partners and repeat (a).
2. Form a large group. (45 minutes)
   a. Discuss feelings and thoughts that emerged in dyads process, noting common themes.
   b. Crumple list and throw in trash basket in center of group as symbolic act.
3. Assign homework: List 25 personal strengths gained from recent life transition, e.g., balanced checkbook, changed a tire, located a community resource, etc. (15 minutes)

SESSION II (Continued)

Narrative

Women entering this program have a great deal of anger and resentment which can impede personal growth and progress in life planning. These exercises are designed to help the participants vent and share these feelings. By symbolically "destroying" their gripe list, the participants can then be assisted to refocus on immediate, constructive goals. During dyads, students will sit opposite each other in open body position with direct eye contact.

The participants may use their gripe lists for the first dyad. In the second and third dyads, encourage them to ventilate spontaneously, putting all lists and notebooks aside.

## SESSION III

### Objectives

1. Have students acknowledge personal strengths.
2. Increase self-awareness and build group cohesiveness.
3. Have students become aware of the emotional stages following the loss of a primary relationship.

### Activities

1. Form dyads by choice. One member is "A" and one "B".
   a. "A" expresses strengths while "B" listens. (3 minutes)

      "B" expresses strengths while "A" listens. (3 minutes)

      Share personal reactions. (3 minutes)

   b. Change partners. Repeat process. (9 minutes)

   c. Change partners. Repeat process. (9 minutes)
2. Form a large group to discuss feelings and thoughts that emerged from the dyad process, noting common themes.
3. Assign homework:
   a. Read, "Oh, God, He's Left! How to Meet the Crisis". (See Appendix for handout)

   b. Begin collecting materials to construct a collage on an 18" x 24" poster, using a color of preference. Keep in mind the theme, "Who Am I Now?" Cut out many pictures and sayings that appeal to you so that you have extra material. Arrange the chosen materials on the poster in any fashion, according to your fancy.

Activities (Cont'd)

3. c. Instructor will share several examples of collages.

Narrative

For some women in the class, this may be the first time they have recognized anything positive about their recent life transition. This is the beginning of a new self-concept, recognizing how they can have control over their lives. The process brings the Displaced Homemaker from a backward looking stance to a present, active stance. "How can I apply what I learned from my past experience to my present and future life?" The assigned reading material facilitates further understanding of the women's present emotional state. Encourage them to note which stage they most identify with. Again the participants may use their gripe lists for the first dyad. In the second and third dyads, encourage them to express spontaneously, putting all lists and materials aside.

It is important for the leader to role model a very descriptive collage as a guideline for the class assignment.

## SESSION IV

### Objectives

1. To facilitate awareness of the emotional stages following the loss of a primary relationship.
2. To facilitate awareness of the relationship between our physical and emotional aspects.
3. To determine vocational interests.

### Activities

1. Divide into two or three small groups, depending upon the number of leaders. (1 hour)
   a. Have each person state what stage she is in, how it feels, how she got there, what she sees as her next step.
   b. Return to large group and share common themes and methods of coping.
2. Return self-concept scale and discuss results, if previously administered. (1 hour)

   Discuss preventative mental health measures, self-care techniques, stress reduction. Guest speaker may make this presentation.
3. Hand out the California Assessment Inventory or the Strong Vocational Interest Test, to be completed for the next session.

### Narrative

It is important to stress to the women that they are in a temporary

Narrative (Cont'd)

stage of crisis and grieving, that depression can be a normal and transitory condition, and that there are practical and positive ways to cope. Note appendix for common stages of grief.

Encourage the class to share coping methods. List them on the blackboard. Some coping methods may include calling a friend, jogging, taking a bath, having a small dinner party, reading a book, belonging to a support group, and getting a new hair style.

Our research indicates that Displaced Homemakers score lowest on the physical scale of self-concept. They don't feel good about their bodies, appearance or energy level. An outside resource person to discuss physical self-care, such as appearance, nutrition, physical fitness, diet, relaxation and meditation or stress management may be very beneficial at this time. Choose your topic according to the needs of the group.

## SESSIONS V AND VI

### Objectives

1. To provide each participant the opportunity to define a clear picture of herself at this point in her life in regard to:

   personality
   interests
   values
   activities
   knowledge areas
   skills

2. To provide the group members with a means to creatively express their feelings.

3. To build group cohesion by noting similarities and commonalities of group members.

### Activities

1. Role model: The instructor will facilitate the sharing process by describing her poster first, and expressing the feelings each picture or saying evokes, giving the other group members permission to do likewise.

2. Share: Each person will be given 8 - 12 minutes for sharing.

   a. Some members may have difficulty sharing themselves in this manner. One suggestion is to have them express their fear and share nothing else or share only one thing about their collage.

   b. Many feelings will be involved in this sharing. It is important to fully process those feelings so each

Activities (Cont'd)

2. b. (Cont'd)

person will feel support, identification and positive feelings as a result of her participation.

3. Some commonalities noted were rejection by mates, need for expression of feelings of anger and sadness in their lives, need for pleasure and play, and recognition of growing independence.

4. The exercise will lead to the identification of basic interests, personally satisfying activities, and compatible environment, as they might relate to the world of work.

Narrative

It is recommended to be particularly aware of the missing elements in the collage (for sexuality) as they may be a clue to what is totally denied. The instructor should be sensitive to the resistance of the participants to bringing and sharing their collages. She can try to facilitate the spontaneous encouragement from their peers.

The instructor should pay attention to the positive reinforcement of the skills and interest emerging from the collage.

Another focus to the exercise is to consistently emphasize the similarities among group members.

Remember to collect the Vocational Interest Tests. These may take several weeks to return.

## SESSION VII

### Objectives

1. To promote group cohesion by sharing similarities and commonalities of the group as a whole.

2. To introduce the concept of where the participants are in relationship to time (focusing on past, present and future).

3. To broach the concept of the polarities of independence versus dependency, along a continuum. (Dependence $\longleftrightarrow$ Independence)

### Activities

1. Debrief in large group the sharing of collages, focusing on common themes (rejection by mates, loneliness, anger, mistrust, fear, grief, escape, as well as need for pleasure, play, self-care, growing independence).

2. Role model: Co-leaders share where they see themselves in terms of past, present and future; how they came to be there; where they had previously felt immobilized. Facilitate discussion of these issues by group participants.

3. Present didactic information about the concepts of dependency and independence, placing them along a continuum rather than two opposites.

### Narrative

This is a good time to deal with the issues of dropout. Discuss how the group reacts to dropouts and possible reasons for leaving the class. Also, use this session to take a barometer check on

Narrative (Cont'd)

how each person feels about entering the vocational aspect of the program. In a large group, have each member give her present fears, anxieties, and specific vocational needs.

SESSION VIII

Objectives

1. To introduce Holland Codes.
2. To identify individual personality types and interests.
3. To provide materials for preliminary steps in correlating personal information with occupational titles.
4. To provide general vocational resources on campus and in the community.
5. To introduce the Employment Specialist or Placement Officer.

Activities

1. Draw Holland Code Hexagon on blackboard. (Refer to Bolles, The Quick Job Hunting Map. (15 minutes)
   a. Explain development of personality theory and how it extends to career satisfaction.
   b. Explain danger of stereotyping, pigeon-holing and labeling of people.
   c. Read and explain handouts on how personality characteristics correlate to work environments. (See appendix for handout)
2. Fantasy exercise to facilitate new perceptions of self. (15 minutes)
   a. Step outside yourself. Pick up a pair of sharper glasses. Put them on and look at yourself more clearly.
      (1) You have two hours alone with the Sunday morning paper: What do you turn to? What do you immerse yourself in?

SESSION VIII (Continued)

Activities (Cont'd)

2. a. (2) You have been given a scholarship to take a couple of evening classes. What do you choose?

(3) You suddenly find you have a free afternoon. How do you spend it?

(4) You have to wait for an hour for a friend at the University Book Store. What section do you go to?

b. Write responses to above questions on a piece of paper.

3. Cocktail party game. (45 minutes)

Make Holland Code Signs and place them in corners of room. Ask people to congregate at sign that most fits them.

a. Share written responses with group members. Have one member record all responses, noting commonalities. Are you comfortable here? Do you identify with people in this group? How? Be specific.

b. Change to second choice sign.

(1) Same as (a), above.

c. Change to third choice sign.

(1) Same as (a), above.

4. Hand out The Occupations Finder. (10 minutes)

a. Scan and familiarize yourself with job titles.

b. Begin discussion of how jobs correlate with Holland personality types and individual interests.

5. Review community resource packet. (5 minutes)

6. Introduce Employment Specialist or Placement Officer, and discuss his/her availability for individual appointments.

Narrative

Facilitate a change of perception about self by using down to earth descriptive phrases such as, "step outside yourself for a fresh look," or, "put on different color glasses," or, "look at the trees instead of the forest."

Be aware that most Displaced Homemakers see themselves as social and are threatened by the possibility that they may not be high in the social theme.

The Occupations Finder and the Self Directed Search, by John Holland, is available from:

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

One set may be ordered and reused by each class.

## SESSION IX

Objective

1. To demonstrate a process for skill identification of the participants.

Activities

1. Dinner Party Fantasy

   Step 1: Create a mood of relaxation.

   Step 2: You are giving a large dinner. What part gives you the most personal satisfaction?

   a. You are looking through several books and magazines for recipes, researching the menu.

   b. You are doing the cooking, kneading the bread and seeing the brown, hot loaves out of the oven.

   c. You are planning the schedule to have it all come out right (i.e., checking RSVP's, shopping lists, timing, checking on details).

   d. You are coordinating it for a charity or money raising promotion for your favorite organization.

   e. You are planning the right mix of people to facilitate good conversation and conviviality.

   f. You are arranging the flowers, decorating the room, planning the table setting and eye appeal of the food presentation. What do you wear?

   Step 3: Identify and process dominant areas of interest.

SESSION XI (Continued)

Activities (Cont'd)

2. Role model the writing of a significant experience by the instructor. (Use the blackboard.) For example: "Last year, out of total frustration with past experiences, my family asked me to plan our vacation. I wrote to resorts, to park department and chambers of commerce. I called a family council and facilitated an agreement on our itinerary. I made lists of things to do. I planned the budget. I drew up a time schedule. I secured reservations. I had the car serviced and shopped for snack foods for the trip. I cancelled the newspapers and milk delivery. I packed all our necessary belongings according to a prepared list. The trip went smoothly, and everyone seemed happy." (15 minutes)

3. Didactic presentation of how to draw transferable skills out of this experience. (Teacher-led with class participation.) (1 hour)

   The instructor is basically applying the Crystal and Bolles process as outlines, from, The Quick Job Hunting Map.

   The enterprising and conventional themes emerge strongly here. It is important to use an example that relates realistically to the job market that faces Displaced Homemakers, without stifling non-traditional goals.

Narrative

Invite employment specialist to help with transferrable skills.

## SESSION X

Objective

1. To identify skills of the participants.

Activities

1. Guided fantasy to set the mood. "Imagine you are Dorothy at the beginning of the yellow brick road. You are going to follow the road back into your past life. As you walk along, scenes and activities from your past life emerge on each side of the wood. Here comes the first scene. What are you doing in that scene? Do you like what you are doing? Who is there? How does it feel? Do you want to stay and do this again, or do your want to go further down the road and see what else emerges? Here comes another scene..." (15 minutes)

2. Assignment: To write, in class, a personally significant experience, that in some way relates to both the guided fantasy and the Crystal and Bolles experience of the previous session. (45 minutes)

3. Form triads. One student reads her experience and the other two will reflect the skills that they can identify, and list them. (1 hour)

4. Facilitate listing on the blackboard, several categories. Refer to Bolles, Quick Job Hunting Map and his, Where Do I Go From Here?, for lists of skills.
   a. Areas of knowledge
   b. Skills
   c. Personality traits
   d. Major effectiveness in compatible environment

Narrative

Be aware that the major stumbling block for many Displaced Homemakers is to make positive statements about themselves and acknowledge their skills. It is necessary to facilitate their stating general skills first, and building a list of more specific skills.

Invite employment specialist to help triads, along with two leaders, to elicit skills.

SESSION XI

Objectives

1. To interpret the Vocational Interest Test.
2. To familiarize students with campus career resources center.

Activities

1. Hand back test results and explain the different parts of the tests.
2. Conduct a tour of the Career Resources Center and familiarize Displaced Homemakers with resources such as:
   a. Dictionary of Occupational Titles
   b. Occupational Outlook Handbook
   c. Career World Magazines
   d. Working Woman Magazine
   e. Computer Service (W.O.I.S.) if available

Narrative

In interpreting the interest inventory, it is necessary to proceed slowly so as not to overwhelm the participants with the magnitude of the computer printout. Moving too fast may cause people to completely block on the assimilation of this information.

Computer printouts often are taken as the final authority. People may accept the information totally and ask no further questions concerning their career development, or reject it totally as not fitting their image of themselves.

There is some question about the danger of over relying on these

Narrative (Cont'd)

tests. If a trained counselor is not available to interpret the results, perhaps the tests should not be given, because the results could do more harm than good.

## SESSION XII

### Objectives

1. To provide an opportunity for participants to assess their position in terms of vocational goals, job finding process and personal state of mind.

2. To provide emotional support, both in group and individually.

3. To explain and assign the informational interviews.

### Activities

1-2. "The Moment of Truth" - Elicit from each of the Displaced Homemakers, a statement of how she feels at this point in the class. Normalize the feelings expressed and promote sharing of similar states of mind. Gradually direct the focus of this discussion toward the individual assessment of clusters of skills and vocational goals. (1 hour)

3. Assign the informational interview. Explain that this is the first step from home to job. The purpose of this is only to gain information. Not to hunt for a job. It is to learn about job environments and the wide variety of jobs within each environment. It will help develop confidence and initiative among the students. One successful way to do this is to follow the Bolles process, "How to Find the Right Place," in the quick job hunting map. (1 hour)

### Narrative

This is a critical time in the life of the group. If the members

Narrative (Cont'd)

cannot focus on goals and express a sense of culmination, the leaders must be extremely sensitive to the state of self-esteem of the participants and their "time of readiness". Too much encountering or probing or pushing at this point may cause a member to drop out of the group.

When assigning the informational interviews, the leaders should be aware of the fear elicited in the women by such activities. It is most important to devote enough time and attention to details such as suggesting possible places and pairing or grouping of compatible interviewers. Their apprehension and blocks should be empathically acknowledged before gently encouraging them to follow the assignment.

SESSION XIII

Objectives

1. To have students explore the area of risk-taking, fears and irrational belief systems, and become aware of their own risk-taking abilities. To discover how risk-taking relates to goal setting.

Activities

1. a. Discuss, generally, with class, their fears about job seeking and how they see themselves as risk-takers in general. Using a scale of low 0, 10 high, have each person place an "X" where she sees herself in terms of risk-taking. (0 ——X— 10) (10 minutes)

   b. Supplementary Activity: Place tables and chairs aside. Have class stand at random around the room and instruct each member to find a point in the room to focus on. When the leader gives a signal, each person moves as slowly as possible toward that point. Then return to original position. Repeat the process, this time instructing the members to move as quickly as possible toward their points. Return to original positions. Repeat process again, instructing class members to move at their normal pace. Have students touch their focal points. (10-20 minutes)

   Discuss in large group: How did you feel about the three different paces? Which was most comfortable? Did you incur any new feelings? Did you run into any obstacles? How did it feel? Was your focal point easily within reach? Unobtainable? Relate this to how you go

SESSION XIII (Continued)

Activites (Cont'd)

1. b. (Cont'd) about achieving your goals.

   c. Introduce the film, "You Pack Your Own Chute." Instruct class members to look for the following in the film: unrealistic fears, irrational beliefs, and ways to confront fears. (20 minutes)

   d. Show film, "You Pack Your Own Chute." While film is being shown, write fears on the board:

| | | |
|---|---|---|
| inadequacy | unknown | rejection |
| growing old | what others think of me | disapproval |
| incompetent | success | criticism |
| failing | competition | being wrong |

   e. Class discussion: How do you feel about this film? Which fears do you identify with? Which fears prevent you from achieving your goals? Have each person in the class share her main fear about her new life situation. (1-2 hours)

   (1) Explain irrational belief systems, how beliefs lead to behavior.

   Belief 1 → Behavior 1

   Belief 2 → Behavior 2

   (e.g., Belief 1: Older people are not worth hiring → I am unemployable)
   (Belief 2: Older people are valuable employees → I am worth hiring)

   Note: Refer to Albert Ellis theory.

2. Discuss ways people deal with fears: avoidance, blaming, rationalizing, compromising, negotiation, and problem solving.

Activities (Cont'd)

2. (Cont'd) Explain the difference between compromising (each giving something up) and negotiating (each gain something). Have each person describe the main way she deals with the fear she named in the above discussion.

3. Discuss positive ways of confronting fears. (Example: Fears of job seeking.)

   a. Recognize the fear (self awareness).
   b. Gather information, read books, attend classes on assertiveness and self-esteem, interview experts.
   c. Build support systems (friends, counselors, teachers to support new risk-taking behaviors).
   d. Visualize yourself doing the new risk-taking behavior.
   e. Repeat positive statements affirming new behavior.
   f. Seek role models.
   g. Role play new behavior.

4. Assign homework: Write down a situation where you felt helpless and describe how it occurred. Example: Financial problem with a credit card, flat tire, child staying out late, etc.

Narrative

Due to the large amount of important material in this section, we recommend an extended session of 4-5 hours.

This session deals with recognizing, accepting and overcoming

Narrative (Cont'd)

fears. It is crucial to preparing the Displaced Homemaker to seek employment. This is a good opportunity to remind the class members about completing their informational interviews.

SESSION XIV

Objectives

1. Have students clarify and focus on beliefs, feelings and behavior about present life situations.
2. Raise awareness of alternatives for choice in dealing with attitudes and perspectives by having students experience more power and control over the direction of their lives.

Activities

1. Form dyads by choice. One member is "A" and one "B". (45 minutes)

   Tell students to prepare for fantasy trip. "Relax in a comfortable, open position, eyes closed, breathing deeply, checking parts of body for tension. Imagine yourself in the situation you described in your homework assignment. How do you see yourself? What are you thinking? What are you feeling in your body, and where is it located? What images come up for you? Check to see if there is anything else you need to know from this experience. Take several deep breaths and, as you exhale, allow this experience to drop away from you as you might take off a garment or pair of glasses. Stay in touch with your feelings emotionally and physically as you do this."

   "A: relates experience while "B" listens. (3 minutes)

   "B" relates experience while "A" listens. (3 minutes)

   Share personal reactions. (3 minutes)

2. Instruct class to prepare for another fantasy view of this experience. (45 minutes)

SESSION XIV (Continued)

Activities (Cont'd)

2. a. Repeat relaxation process, this time telling students to imagine that they were prepared for the incident and were in control. Visualize how you could have prevented this situation or handled it differently. How do you see yourself? What are you thinking? What are you feeling in your body? What images come up for you?

"A" relates experience while "B" listens. (3 minutes)

"B" relates experience while "A" listens. (3 minutes)

Share personal reactions. (3 minutes)

b. Return to large group. Share reactions. (30 minutes)

c. Assign homework: Rewrite incident from the viewpoint of personal power and control as demonstrated in the second fantasy.

Narrative

The thrust of this session is to have the women fully experience the "helpless victim" role they are accepting and move to more active control over their lives. It is important in the large group discussion to emphasize the positive feelings that come with taking power and control of one's life. Power has been a dirty word for women. During the session, write it on the board and discuss responses to the word. This would be a good time to mention the benefits of assertiveness training and add some assertiveness training exercises if time permits.

## SESSION XV

### Objectives

1. Allow participants an opportunity to express their own fears, expectations and experiences concerning sexuality.
2. Have participants gain awareness of different beliefs and approaches to sexuality.
3. To provide information concerning sexuality and the single woman.

### Strategies

1. Have a speaker who has some expertise in this area facilitate the discussion.
2. Speaker may present information as well as bibliography on sexuality.
3. Some areas of concern: Relationships - how soon, how fast, venereal disease, contraception, traditional versus contemporary morality patterns, mixing sexual and business relationships.

### Narrative

It is our experience that sexuality is a major unexpressed concern of Displaced Homemakers. (Be alert for it in the collages. Were there any pictures of men? Was the topic avoided?) We strongly recommend bringing in an outside expert on sexual readjustment. Discussion is freer and less inhibited with someone with whom the class does not identify.

## SESSION XVI

Objectives

1. To facilitate the transition between home and work environments.
2. To gather information about work environments.
3. To have students develop realistic short and long term vocational plans.

Activities

1. Discuss in large group, students' experiences while conducting informational interviews, problems with transportation, scheduling interview, proper attire, finding location. Discuss emotional issues, fears, inhibitions, risks and relate to film, "You Pack Your Own Chute." (45 minutes)
2. Discuss in large group, information gained during interviews about work environment, entry-level job opportunities, salary levels, benefits, advancement, and training possibilities (on-the-job and formal educational programs). (15 minutes)
3. Refer to Richard Bolles, Quick Job Hunting Map, job levels money. (15 minutes)
   a. Write on blackboard. Discuss the four levels as related to salary and short and long-term goals. Guide question: In five years, which level would you like to be on in terms of responsibility and finances?
   b. Guided discussion: Realistically think about a work day in your life five years from now. You are in bed and it is time to get up. How do you begin your day? How

Activities (Cont'd)

3. b. (Cont'd) do you feel? Go through your normal procedure. What will you wear? What will you eat? Note your home environment. What does it look like? Who is there with you? What sounds do you hear? You are leaving for work. Think about going into your place of work. What does it look like? Are there people there? How many? What kinds of people? What is your relationship to the people there? What do you do? Now it is lunch time. What are you doing? Are you with anyone? After lunch, how do you spend the rest of your time? Now it is time to go home. What time of the day is it? How do you feel? What is involved in getting home? Now you are opening the front door. What do you see?

c. Large group discussion of above material, feelings and plans that emerged. Have each person share one major insight or discovery.

d. Return to Richard Bolles description of job levels and money and brainstorm ways to make plans as realistic as possible, in order to define achievable goals.

e. Suggest that class members begin thinking about what small steps they can take to achieve this more realistic long-term goal. (45 minutes)

Narrative

This is a session of reality testing. The students have taken some of their first steps from home to work environment. Be sure to be supportive of their new risk-taking behavior. This is a

Narrative (Cont'd)

major achievement. The group discussion is designed to facilitate long-term goal setting and clarify future lifestyle.

## SESSION XVII

### Objectives

1. Have students develop and define realistic short and long term vocational plans.

### Activities

1. Discuss informational interviews which took place since last session. (30 minutes)
2. Discuss and list on blackboard community resources for job preparation and training (counseling, classes in life and/or technical skills, non-traditional options, services available). (30 minutes)
3. Discuss immediate barriers or difficulties to implementing short and long term plans (housing, transportation, child care, finances, legal concerns, etc.). Group will brainstorm possible solutions. (30 minutes)
4. Discuss range of possible combinations of options: Employment, education, volunteer experience, temporary employment, on-the-job training, apprenticeships, work-study, self-employment. (30 minutes)
5. Assign homework: Each participant will complete a vocational plan. (See appendix for handout.)

### Narrative

It is important to have the class focus, not only on what their goals are, but on practical implementation. We have found that problems which seem insurmountable to the individual are put in perspective when shared with the group. The homework assignment, completing the vocational plan, is integral to making a commitment to career goals.

## SESSION XVIII

### Objectives

1. Facilitate the formulation of a vocational plan.
2. Administer the self-concept test (post test).
3. Collect evaluation of class curriculum and co-leaders.
4. Provide closure for the class.

### Activities

1. Review the completion of the vocational plan, paying special attention to the alternative options and concrete, consecutive steps (see attached). Have each student share her plan with the group. Use a round-robin format and get reinforcement, feedback and support from the whole group. (1 hour)
2. Hand out, assign and collect the post-test of the Tennessee Self Concept Test. (See attached) (30 minutes)
3. Hand out, assign and collect evaluation of class. (See appendix for handout.) (15 minutes)
4. The closure exercise should be tailored to the uniqueness of the class, the type of participants, the mood of the day, and should be left to the discretion of the co-leaders. Suggestion: A group hug, a brown bag lunch, a party.

# APPENDIX

WOMEN'S CENTER
BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington 98007

DISPLACED HOMEMAKER PROGRAM

Intake Interview Form

Intake Comments

Interviewer: _____

Date: _____

NAME: _____

ADDRESS: _____

CITY: _____ ZIP: _____

TELEPHONE: _____

Date of Birth: Month_____ Day_____ Year_____

Marital Status: Single____ Divorced____ Separated____

Widowed____Other_____ How long?____

Number of Children: _____ Ages: _____

Ethnic Background: _____

_____

Education History

1. What was highest grade completed in school?

   High School Grad_____Year_____

   College Grad_____Year_____

   Semester completed if you did not graduate_____

   Technical School Grad_____Year_____

   Other (Specify)_____

2. What was your major course of study?_____

   Degrees (Specify field)_____

DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Education History (Cont'd)

3. Do you hold any certificates or licenses? Yes____ No____

Certificate (specify)_____

License (Specify)_____

_____

Work History and Preference Study

1. Have you ever been employed?

Yes_____No_____Social Security Number_____

Date_____Type of Company_____

Full/Part Time_____

2. Please list significant volunteer experience

Date_____Place_____

Hours Involved_____

Duties/Responsibilities:

3. Please list any specific job skills or special abilities you are aware of at this time (i.e., typing, ten-key, sewing, macrame, fund raising, teaching, etc.)

4. What employment resources have you used? (i.e., CETA, employment agency, newspaper, etc.)

5. Do you need to find a job now? Yes_____ No_____

6. If NO, then estimate when you need to find a job.

DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Work History and Preference Study (Cont'd)

7. Would you prefer job training instead of immediate employment?

   Yes _____ No _____

8. Would you prefer to go back to school to pursue a degree or credential in preparation for the job market? Yes_____ No _____

9. Do you prefer being a homemaker to employment outside the home?

   Yes _____ No _____

10. Do you feel you have a choice between working and not working?

    Yes _____ No _____

11. Do you feel you have a choice between entering a training program or returning to school and going to work immediately? Yes ___ No ___

12. During your career as homemaker, did you ever think about developing another career outside the home? Yes ____ No ____

13. Did your mother work at any time during your childhood?

    Yes ____ No ____

---

Work Values Profile

Indicate which factors are important influences toward your satisfaction with a job: (Use a scale of 1-3: (1) very important; (2) a key consideration, or (3) not important.)

_____earning a large salary

_____satisfying my family/friends with my career choice

_____personal satisfaction with my work

_____prestige "high status" job

_____intellectual stimulation/challenge

DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Work Values Profile (Cont'd)

_____creative flexibility

_____job security

_____flexible schedule

_____helping others

_____high degree of autonomy

_____exciting environment

---

Concerns About Entering Job Market

What personal concerns do you have about entering the job market? Check all those that apply:

_____doubts about personal qualifications

_____age discrimination

_____lack of recent work experience

_____compatibility with fellow workers and supervisors

_____arranging for child care

_____combining professional and domestic responsibilities

_____fatigue associated with increased work load

_____being forced to accept unsatisfying work experience

_____finding a job that pays adequately

_____finding a job that is close to your home to cut down on transportation costs

_____sex discrimination

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DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Financial Resources

1. What is your present source(s) of income and/or assistance?

   Please check all that apply:

   _____alimony
   _____savings
   _____social security
   _____VA benefits
   _____Medicaid
   _____unemployment insurance
   _____child support
   _____welfare, AFDC
   _____food stamps
   _____pension/retirement benefits
   _____disability payments
   _____general assistance
   _____insurance benefits

2. Have you investigated whether you are eligible for any of the above?

   Yes___No___Explain_____

   _____

3. What is your present yearly income?_____

   _____

Services Needed and Present Goals

1. What are your present goals? Please be specific and identify at least two:

   a. _____

   b. _____

   c. _____

2. What service(s) do you think you need in order to reach your goal(s)?

   Check all that apply:

   ___A. Help in examining strengths, abilities, potentials and limitations, in order to find full-time work.

DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Services Needed and Present Goals (Cont'd)

2. ___B. Emotional support:

___self-confidence

___support in dealing with former spouse

___social skills, i.e., meeting people, dating, etc.

___other family relationships

___assertiveness training

___support in the role of single parent

___depression

___parent-child conflict

___divorce counseling

___widowhood counseling

___C. Information on job training resources.

___D. Information on financial assistance programs.

___E. Job interviewing skills.

___F. Knowledge on how to write a resume.

___G. Self-confidence (job related).

___H. Legal assistance.

___I. Transportation.

___J. Information on health services.

___K. Information on child care resources.

___L. Training for job skill development.

___M. More education.

___N. Testing.

___O. Money management.

___P. Upgrading existing work skills.

___Q. Exploring self-employment opportunities.

___R. Other, specify: _____

DISPLACED HOMEMAKER PROGRAM
Intake Interview Form (Cont'd)

Staff Recommendations

Displaced Homemaker Program_____

Other Referral_____

Date:_____Initials: _____

BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington 98007
WOMEN'S CENTER 641-2279

# DISPLACED HOMEMAKERS COURSE EXPECTATIONS

I. Displaced Homemakers Course Expectations:

A. Please be on time. Our group will be disturbed if members arrive late.

B. Absences: We want you to give first priority to the dates and times of the program, and schedule all other appointments around the classes.

C. Post-program support is recommended. We will discuss later the possibility of a job-search support group.

D. An intensive one-week workshop in job-search techniques is required at the end of this course.

E. Notebook: Gather information, with thoughts, ideas, sayings collected during the course, relevant to the class process.

## DISPLACED HOMEMAKERS - GENERAL READING LIST

ASSERT YOURSELF (Women's Center), Seattle-King County National Organization for Women, $1.50, Perennial Library. In thin pamphlet form. A step-by-step account of one of the first assertive training groups with an introduction as to why women find this response difficult.

THE BOYS AND GIRLS BOOK ABOUT DIVORCE (Women's Center), Richard A. Gardner, M.D., $1.25, Bantam. The author of this book is a child psychiatrist and in a calm, supportive manner discusses the numerous questions, fears and doubts children have when parents divorce. An excellent guide for the parent whose child may not verbalize anxieties.

FOR YOURSELF--THE FULFILLMENT OF FEMALE SEXUALITY (BCC Bookstore), $3.95, Anchor, Lonnie Garfield Barbach. This book answers all the questions which other books have glossed over, and sensibly guides the reader to an enjoyment of her own body and sensuality.

HOW TO DECIDE: A WORKBOOK FOR WOMEN, Nellie Tumlin Schatz, Judith Sosehee Prince, Gordon Porter Miller, $4.95, Avon. A compendium of fun-to-do written exercises which clarify values, actions, choices and alternatives in the areas of life and career goals.

PAIRING, George R. Bach and Ronald M. Deutch (Women's Center), $1.95 Avon. How to achieve real closeness in a relationship, by the author of How to Fight Fair.

SELF CARE (Women's Center), Yetta Bernhard, $6.95, Celestial Arts. How to realize that "I count" must come before any meaningful relationship can be achieved with another. The process of self respect, self worth and self liking are developed, with many case history examples.

WIDOW (Women's Center), Lynn Caine, $1.75, Bantam. The story of one woman's discovery of how to cope with anger and loneliness of every sort, and how she found the courage to build a new life for herself and her children.

WOMEN AS WINNERS (Women's Center), Dorothy Jongeward and Dru Scott, $4.95, Addison-Wesley. This book is filled with exercises, photographs, case histories, and techniques for positive change in taking direction of one's life.

LIVING AND LOVING AFTER DIVORCE, Victoria Pellegrino & Catherine Napolitante. $8.95, hard cover, copyright 1977, printed by Rawson Associate Publishers, Inc., 630 Third Avenue, New York, N.Y. 10017. Valuable information on the stages of grief following divorce. Not yet out in paperback.

DISPLACED HOMEMAKERS
CAREER DEVELOPMENT READING LIST

IF YOU DON'T KNOW WHERE YOU'RE GOING YOU'LL PROBABLY END UP SOMEWHERE ELSE, David Campbell, $2.25, BCC Bookstore. A beginner's book of common sense about giving direction to your life.

CAREER AND LIFE PLANNING GUIDE, Loughary and Ripley, $5.95, BCC Bookstore. From University of Oregon; an excellent book on changing job complaints into job goals, sifting out constraints and making decisions.

GO HIRE YOURSELF AN EMPLOYER, Richard Irish. Good section on how to find a job and employer where you will be happy. Tends to be for executive positions.

WHAT COLOR IS YOUR PARACHUTE, Richard N. Bolles. A practical manual for job hunters and career changes. Good on how to get ideas on the kind of job you would like, but difficult to work through alone.

28 DAYS TO A BETTER JOB, Tom Jackson, $6.95, BCC Bookstore. Structured, day to day activities; specific lists on developing support systems, job market research and information networks.

CAREERS TODAY, Hawes, Hawes and Fleming, $3.95, BCC Bookstore. Jobs that do not demand extensive or expensive preparations; facts on prospects for employment, income, the where and how.

1001 JOB IDEAS FOR TODAY'S WOMAN, Ruth Lembeck, $2.50, BCC Bookstore. A good aid for expanding your ideas; lists jobs you never thought of.

GETTING YOURS, Letty Cottin Pogrebin, $1.75, BCC Bookstore. A section on how to avoid dead-end jobs and a resource on legislation affecting working women.

WORKING, Studs Terkel. Short interviews with a wide variety of workers. Realistic insights into the feelings and activities of the work-a-day world.

## OH GOD, HE'S LEFT! HOW TO MEET THE CRISIS

### STAGE I: ACTIVE BLEEDING

Geraldine, who has been separated from her husband for four months, is in the supermarket buying food for the week. As she turns from putting some dog food in her shopping cart, she sees a young couple walk by - they are laughing and holding hands. Geraldine feels tears well up in her eyes and tries to choke them back. As she moves up the aisle, however, stopping to pick up chocolate chip cookies for her two children, the tears begin to run down her face. She feels out of control, embarrassed and most of all, terribly sad.

Geraldine is an Active Bleeder.

Marie sits sobbing helplessly behind the steering wheel. The car won't start; the kids are late for school. "Nothing works," she says, "Everything is breaking down. I just can't cope anymore." Marie manages to get out of the car and arranges to have her neighbor drive her children to school. Then she sits in the living room, cigarette in hand, feeling overwhelmed. How is she going to get the car fixed? Once she had considered herself to be a capable woman who threw dinner parties - a woman who handled things. People would come to her for advice! Now, since her divorce, she feels incapable of handling anything.

Marie is an Active Bleeder.

Julie has walking pneumonia - the latest of a series of illnesses this year. Yet she still tries to keep up with her job, her family, her community activities.

Julie, too, is an Active Bleeder.

An Active Bleeder is a woman who hurts. If you have experienced a broken affair, a separation or divorce - even if you wanted it - you will go

through the stage of Active Bleeding. It's normal; it's predictable; it's to be expected. You may not go through Active Bleeding right away, but at some point after a break-up, you will. It's important that you know this. If you have what you expect - and you know that others have had the same feelings that you have - you may not feel so alone, confused and devastated when you go through this stage.

Some women experience Active Bleeding during the time that the decision to separate is being made, or in the beginning of a separation. Other women have gone through such miserable times before their separation that they feel happy when their mate finally packs his suitcase and leaves the house. They feel free. They are blindly optimistic about the future. They are sure life is going to be just great - that they'll meet many Prince Charmings, lead a happy, trouble-free life. When the euphoria ends (and it often does), the Active Bleeding Stage usually begins.

Usually, there is a precipitating factor that causes a woman to "come down" from her high. Her ex-husband may bring his new lover around; she hasn't found the job she wanted; she has a problem with her child or a disappointment in love.

Active Bleeding usually lasts from two to three months to a little over a year. It is <u>not</u> a stage that lasts only a week or two. If you can understand and accept that, you will be doing yourself a favor. You will stop blaming yourself, (e.g., "I should snap out of this.") Active Bleeding is nothing to be ashamed of. It does not mean that you will always feel this way. (You won't.) <u>It simply means that you are going through a necessary stage as you move from suffering to health and growth</u>. Active Bleeding is a time of catharsis: A time for going over the relationship and allowing your feelings to surface so that you can heal.

<u>Mini Quiz: Are You in the Active Bleeding Stage?</u>

1. Do you feel on the verge of tears a good deal of the time?

2. Does seeing couples or families make you want to go home and cry?

3. Do Sundays or dinner time make you particularly blue?

4. Do you find yourself getting angry with someone in your family who has a happy relationship?

5. Do you feel like a failure?

6. Do you find yourself thinking, "If only I'd done....., my relationship would have lasted?"

7. Do you feel ashamed about the breakup?

8. Do you find yourself not wanting to talk to people?

9. Do you relive the relationship in your mind?

10. Do you stay home because you feel you can't face the world?

If you've answered "yes" to three or more questions - particularly if you cry a lot, feel remorseful and stay home a lot - you are an Active Bleeder.

There are varying degrees of Active Bleeding, from mild to acute. If you are suffering badly, rest. If you had undergone major surgery, you would expect to rest. You'd be prepared to watch TV, perhaps read, or do some knitting, and you'd make things as pleasant as you could by wearing a pretty gown and bed jacket.

Well, a broken relationship is major surgery. Be prepared for a convalescing period. Don't expect to accomplish as much (or more) than you would when you were well.

What about staying in bed when you're depressed? Is this good for you? Or should you force yourself to keep moving?

The answer depends on your attitude. If you look on this as a time to pamper yourself and to heal, it can be very beneficial. If staying in bed is comforting to you, stay there.

On the other hand, if you stay in bed out of negativism or inertia, you are liable only to make yourself feel worse, especially if your hair needs washing, and you hate yourself every time you look in the mirror.

Remember, too, that when you're in bed, you aren't allowing anything new to come in and mingle with your old, negative thoughts.

If your resting isn't comforting you, take a shower, put on some makeup, and get out of the house.

Actually, the healthiest thing you can do for yourself now is to talk to people you can trust. Other women who have lost a husband or lover are invaluable to talk to. They can help you see that they have lived through this trying time and that you will too. Talking is the best catharsis.

But don't make any drastic changes in your life now. Postpone major decisions - like moving or getting a job - until you aren't feeling so shaky.

During Active Bleeding, you may not be able to read or concentrate as before. Some artists say that they weren't able to create during this time. Women who had hobbies find they can't be absorbed as they once were. So don't worry about this right now.

If there's one small thing that makes you feel good, do it. Pamper yourself as much as you can.

But don't throw yourself into going out before you're ready. "I thought I had to meet a man right away," a woman will say. Her friends may tell her, "Don't sit home crying. Go out and meet somebody." However, there is no need to rush out and meet people. You have time.

## There Is Anger

In all depression, there is anger. In order to get over your depression, you will have to get rid of some of your angry feelings. Here are some suggestions:

1. Hang a punching bag in your house or apartment. When you're angry, use it!

2. Get free scraps of lumber from a local lumber yard. Take a hammer and nails and make dents in the wood - distressing it. When in a better frame of mind, stain some of the nicer pieces of wood and mount them on your walls.

3. A tape recorder is an excellent investment. Talk your angry feelings into it.

4. Talk to strangers. Sometimes you can gripe to them and they'll listen and tell you their own troubles back. You'll find people who have worse problems than you do.

## Try to Prevent This from Happening to You

The stress you experience during Active Bleeding can cause your health to suffer greatly. As many as 50 percent of women in the Active Bleeding Stage end up going, or nearly going, to the hospital. In the first year of separation and/or divorce, the number of operations that take place are also much higher than usual. Women suffer from colitis, asthma, ulcers - all stress-related illnesses.

To try to prevent this from happening to you, take care of your health. Eat properly and make sure you get enough protein. Take vitamins. Get enough rest. Try to get some exercise every day if you possibly can.

Don't expect as much of yourself as you did before. Try to go easy on yourself.

Coping with Broken-Heart Insomnia

You may have trouble sleeping during this time - for obvious reasons.

Try to prepare yourself mentally for this, and don't panic. Many women operate on less sleep than usual during this time. Moreover, the insomnia usually subsides after the worst of this period is over.

When you can't sleep, have a plan of action. Don't spend time going over and over what is bothering you, if you can help it.

Have "toys" in your bedroom:

- Watch TV.
- Do needlepoint.
- Read, if you can concentrate.
- Have a jigsaw puzzle set up on a card table near your bed. Jigsaw puzzles are great for insomniacs!

- Have some pads and pencils nearby. Write out your feelings and thoughts. Many women never wrote anything before their relationship broke up - now they spend hours scribbling away! Writing down your feelings can be a catharsis, and then you can look back at a later time and see how you've progressed.
- Do yoga. It's relaxing and calming - and healthy, too.

When a woman becomes widowed, everyone gathers round to sympathize. When a woman divorces, however, people often stay away from her as if she had the plague. The phone doesn't ring, and rather than being sympathetic, most people seem embarrassed. You have "failed." The aftermath of a divorce can be a wretched, isolated time. Yet enormous growth can come out of the divorce crisis. You'll have triumphs and setbacks, good days and bad ones. But overall, there is hope and a good life awaiting you.

## STAGE II: RUNNING OR ALL WORK

### 1. Running

In "Running," there's a feeling that no matter where you are, there has to be a lot of activity going on - loud activity. There has to be music, the clinking of glasses, raucous laughter. There's the feeling that in order to have something "happen," the climate must be right.

Running is a frenzied time. It's almost as if the lid blew off the pressure cooker, and until the steam is out, you are spinning around and around like a top.

In this frenzied stage, you really aren't looking for an intimate relationship, but for action...excitement...a Band-Aid to cover the wound of being alone. Running serves as an intoxication to help you avoid feeling pain.

Since Running clearly serves a need, it's important to empathize with that need. And Running can be positive for some women - a woman who needs some confidence-building can find that it's good for her ego to have men find her attractive, interesting, desirable. For a woman whose husband had continually put her down (calling her frigid, stupid or ugly), the stroking that she gets during Running can do her battered ego much good.

On the other hand, a significant number of women have mental or physical breakdowns during this stage because of the overload they put on themselves. One woman I know who is now in the Running State has a young daughter and a full-time job as a teacher. She goes out every night until three in the morning, then goes to work during the day. On the weekends, she dates or goes to singles dances.

In Running, too, there is a continual buildup of excitement usually followed by a letdown. You go out anticipating that something marvelous will happen - you put on your best clothes, spend time on your makeup, have your hair done. Nothing too great happens. The next night, your

hopes are built up again, then destroyed. How can this emotional seesawing fail to have a debilitating effect on you?

Whether your Running is in desperation or an ego-boosting time will depend on many factors. However, the Running Stage doesn't last forever. Usually it lasts from six to eighteen months, and some women go through only an abbreviated version of it. Most eventually stop, because it begins to seem empty and futile, or because, as time goes on, your restlessness and anxiety leave you, and you feel more capable of being alone, and of building a more satisfying life for yourself.

Mini Quiz: Are You in the Running Stage?

1. Do you feel compelled to get out of the house several nights a week?

2. Do you start to grow panicky when you're home alone and the hour gets later and later?

3. Do you find that, in the middle of going out again and again, you ask yourself, "Why am I doing all this?"

4. Do you pick up on the smallest suggestion for a way to get out of your home or apartment?

5. Do you find yourself exhausted much of the time?

6. Do you try to fill up every hour of your day, every day?

7. Do you find yourself unable to concentrate, or read as you used to?

8. Is your health run-down?

9. Do you prefer a "brass band and a three-ring circus" to quiet evenings with friends?

10. Do you feel that the more people around, the merrier?

If you've answered "yes" to three or more, you may be in the Running Stage.

Once your self-esteem is restored and you are less panicked about spending time alone, you will probably be ready to spend your energies in a more creative way. Or, if you continue to go out frequently to singles bars and parties, you'll do it with less desperation and with more a feeling of "I want to go out and have a good time - to laugh, dance, to be with friends."

Many women who feel compelled to have a number of varied sexual experiences, later begin to worry about "being so promiscuous."

This feeling of "regret over my mistakes" echoed by so many women is understandable, especially since one has come from a monogamous relationship and value system. However, it's wise to remember that most women do not regret the Running Stage when they are in it, for indeed they seem to have little choice. It is need that pushes them, and this choice is a very common, normal response to the severe blow of a broken relationship.

Moreover, the Running Stage needn't be self-destructive. In fact, in many ways, it serves as a great learning experience.

You can learn: - about your sexuality
- that men are very different in bed
- that perhaps your ex-mate wasn't as marvelous in bed as you thought

Used as a learning experinece, this stage can help you put men in a better perspective, and help you evaluate your own needs, values and goals.

2. All Work, No Play

Women who cover the wound with work allow themselves little pleasure, fun or excitement. They concentrate on either a job, finishing school or

motherhood. Life can take on a certain grim quality, e.g., "This is what I have to do, and if I have to, I'll kill myself doing it." You may feel compulsive about "doing things right" or "doing what's best," and you may feel overburdened with no time for yourself and your personal needs.

Choosing to spend time on a goal - working or school - may, however, be the best choice for you at this time. Sometimes, a retrenchment is necessary in order to accomplish goals and build strength. As one woman said, "There are only so many hours in a day and I have to forego certain needs in order to get the important things done."

The All-Work, No-Play approach can last for a short period of weeks or many years.

Mini Quiz: Are You in the All-Work, No-Play Stage?

1. Do you feel life is grim?

2. Do you feel your guidelines for living are set around work, school or motherhood alone?

3. Do you have trouble telling people you're divorced?

4. Do you look down on the single lifestyle?

5. Do you find you don't leave yourself time for play?

6. Do you look forward to entertainment time?

7. Do you have any leisure-time?

8. Do you look forward to dating?

9. Do you look in the papers for plays to see, museums to visit?

If you answered "yes" to two or more of the first five questions, or "no" to two or more of the last four, you may be in the All Work, No Play Stage.

Whether this stage is of positive or negative value to you will depend on your feelings. Do you feel good about what you're doing, or do you feel as if your life is in a rut? Do you feel you've outgrown this stage? Do you find yourself feeling deprived? Put upon? If you've answered "yes" to any of these questions, you may be ready to put a little more pleasure, social activity and excitement into your life.

What is it that's keeping you from expanding your social life? Many women are terrified at venturing out into the single world. They may be frightened by what they've heard about the loose, liberated lifestyle. They may be bitter about men. They may be frightened of being rejected. They may still be in a mourning period. As one woman said, "After all I've been through with my ex-husband, I want to stay home for a while." All of these feelings are normal.

If you feel this way, it may be a better idea for you to make some single women friends before you begin dating.

Retreat from a social life may be necessary in order to accomplish a goal and get your work and financial life straightened out. But be careful that this temporary retreat doesn't last too long. Try not to take a grim "This is my lousy life and I'm resigned to it" approach. Life is harder at some times, easier at others. While you may feel you have to put your mind to the nitty-gritty of survival right now, you should also try to be nice to yourself when you can.

The single life has exciting things to offer you - new experiences, new friends, new areas for self-development. You aren't being fair to yourself if you avoid them all.

If you have been single for over a year and you haven't given a party or had some sexual experiences, perhaps now's the time to get moving.

## STAGE III: SELF-DISCOVERY

Who are you? Who are you becoming? Those two questions epitomize the quest for meaning during the Search-for-Me, Self-Discovery Stage.

Self-Discovery is a quieter time - the chaos of Running, the pain of Active Bleeding, are behind you. While this stage is not a secure one - there is an inherent searching and restlessness to it - it lacks that quality of desperation all too common to the other stages.

The Self Discovery is motivated by a desire for self-improvement. You're asking, "What can I do to grow as a person?"

A woman in this stage feels "It's OK to be me." She is more knowledgeable about who she is and more desirous of nourishing her inner person.

There is (finally!) a settled-in feeling of day-in, day-out living. While one isn't bored, one isn't euphoric either - there is a sense of routine, of getting back to regular living with its ups and downs.

A lot of women who have been single this long get past the point of wanting to marry again. Others, who still see marriage as an option, have given up the fantasy of the perfect man who will find them and rescue them from their lot. While they seek and relish companionship, they are sure of the rewards living alone brings, too. They don't feel it's painful not to be married or living with someone. They have worked out a way to get their social and sexual needs met. They are much happier than they would have thought could be possible, living as single women.

A woman in this stage is simply more of her own woman. It's a quieter time than before, and you are more comfortable with yourself.

The happiest women who reach the Self-Discovery Stage are those who don't mind saying, "This is who I am." They don't hide, apologize or try to justify. They have grown into that marvelous stage - self-acceptance. They have learned that there is such a thing as <u>healthy</u> <u>selfishness</u>.

It takes time to relax in your singleness. Have patience with yourself. As you progress from stage to stage, you will feel yourself becoming stronger and more resourceful.

STAGE IV: SELF-FULFILLMENT

Self-Fulfillment is not as extreme a stage as Active Bleeding, Running or All Work, No Play. You won't enter into Self-Fulfillment at the beginning of the break-up of your relationship; it seems you have to emerge from some of the more extreme stages first. For some women, it may come as long as five years after a divorce, but if you have continued to fight for your own growth, and have continued to see options in your life, you will experience the Self-Fulfillment Stage.

The Self-Fulfillment Stage is primarily a good, constructive time and a more nautral one. For the first time since your separation, you feel as if you're living a regular life - that frenzied quality has left you. You aren't as angry with your ex-mate, and you're not pining away to be married again either. In the Self-Fulfillment Stage, your head is on a little straighter and you have some experience with being a single woman under your belt. You know the score a little better now.

This period is, for many women, the most solidly adult they have ever felt. For the first time in their lives, they aren's the little girl asking parents (or mate) for permission to live. They are firmly planted on their own two feet, growing and achieving, and just really discovering their true strengths. This period is about achievement, strength, self-worth and goals all rolled into one.

Self-Fulfillment is an important stage to go through - one of newness, risk and experimentation.

During this period, you have tremendous energy - almost as if someone were standing behind you pushing you forward, forward, forward. If you have spent the previous years looking for a partner, you may now begin to concentrate on other areas of your life. You may find you are much less dependent on men.

What kinds of things do women get excited about during this stage? Here are some of the most common examples:

1. Other People

Finally, you are getting your head out of the house. You're meeting new people and are involved in new situations. Often, during this stage, women really begin to relate to other women for the first time.

2. Attention from Men

Women often find that they are much more comfortable with men during this stage. They are more self-confident.

The sexual experimentation during this stage can provide a woman with a better understanding and appreciation of her sexual capacity. Often, women who have had sexual problems in their past relationships find that they begin to experience orgasm for the first time during the Self-Fulfillment Stage.

At the same time, there is not the frantic attention to, and dependency upon, men that there is in the Running Stage. A woman may only be seeing one man during this time, or none at all. But the emphasis is not so much on finding a man as it is on achieving things on one's own and building a more balanced, well-rounded life. Rather than working on getting married, women are usually working on other areas of their lives. In fact, many women find their freedom and independence so exciting that the last thing they want to do is get married again.

3. Freedom

Many divorced women find their independence absolutely delightful. "You don't have to 'ask permission' to go out," said one woman. "You can choose your own friends, make your own hours, do anything that you want to do."

Overall, most women talk about joy in their autonomy, in not having to meet someone else's expectations, in making decisions and running their own lives.

Along with this exhilaration over freedom and independence comes a feeling of pride in one's self-sufficiency. You are beginning to feel that you can make it on your own.

4. Having Your Own Money

Many married women have had little experience enjoying money that only they are accountable for.

Many women who return to work also love making their own money for the first time. "Every time I get that paycheck, I feel terrific," said one woman. Many women find that knowing that they can support themselves makes them more independent in every area of their lives.

5. Going Back to School

Some of the happiest women, those who get the most satisfaction from the Self-Fulfillment period, are those who return to school to get a degree or to finish a course or two in preparation for a career.

School also provides a wonderful structure, and for many women replaces the marital structure.

Along with increased self-confidence can come tremendous excitement over intellectual stimulation, which many women formerly weren't attuned to or didn't allow themselves in their relationships. Even women who thought they were "too old" for school find that they feel younger, entitled to another chance at life. School isn't out of the question anymore.

Another bonus is the people one meets in an academic environment professors and young people. Many women talk about feeling "rejuvenated" as they attend classes with men and women younger than themselves.

## 6. Accomplishing Goals

Perhaps the main characteristic of this period is that you have many goals. And for some women, this is a pretty new experience.

Once you get moving, you'll be amazed at how good you'll feel and how much energy you'll have. For the more you involve yourself in things you like to do, the more interesting your life will be. There's no doubt that new goals, new activities and new friends can make you feel like a new person - a person with an exciting, stimulating and challenging life.

Over all, during the Self-Fulfillment Stage, there is a sense of moving ahead. You are accumulating a lot of "first time" experiences and you feel: "I can't wait for my next adventure!" This can be a rich, creative and rewarding time in your life, for you are relishing and relaxing in your singleness and growing in many, many different areas.

A broken relationship gives you the chance for a new life, a different life, a better life. But you have to be the one to make it happen. And you can do this by adopting a positive attitude and cultivating an independent spirit.

In order to live successfully as a single woman, you have to create a life that fits your needs. You have to enrich your world with friendships - to develop yourself so that, more and more, you become the person you want to be. The good life is a process, not a state of being.

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# GRIEF

Grief is usually regarded as an undesirable state following a severe emotional blow such as death, permanent disability, insecurity, aging, retirement or serious losses in business, or failure in a career. The common slang expression, "good grief," is a manifestation of discouragement. Yet this very phrase has been skillfully used to demonstrate that grief can be good, in an article published in, Today's Health Guide, based on a concept advanced by Reverend Granger Westberg of the University of Chicago School of Medicine.

Grief, in this concept, occurs in ten more-or-less distinct, and sometimes overlapping, phases:

Shock is the first reaction, almost like an anesthetic, helping to dull the keenness of the pain;

Emotional release occurs when the person becomes able to talk about his/her loss or to weep over it;

Depression and loneliness follow, as the individual feels he cannot go on in the face of his/her loss;

Physical symptoms of illness may appear, not by coincidence, but as a direct result of this emotional blow;

Panic may ensue as the person faces the void wasteland of the future;

Guilt feelings appear as the person wonders if anything that was done, or not done, may have caused the disaster;

Resumption of normal relationships is often difficult, especially since mourning is out of style;

Gradual recovery and adjustment to the situation occurs, as one realizes that the world goes on and so must he;

Return to normal living or at least an outward appearance of so doing.

No person is ever the same after he has suffered a severe traumatic bereavement. He has changed, but he has found a way to live with the change.

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## SOCIAL THEME

People with a Social (S) theme prefer working with others, often in a supportive way. They tend to be verbal and to have interpersonal skills. They like to train, instruct, cure, and enlighten other people. People with a Social theme will select group activities often and may have religious or humanistic interests. They often do not like highly ordered activities or activities involving materials, tools, and machines, and do not like a lot of paperwork or routine.

They usually express themselves well and get along well in groups. They often become engaged in complex social relationships and seek out small groups when free time is available. Jobs with a Social theme include teaching, counseling, administering public or social agencies, and providing welfare and personal services

People with a Social theme describe themselves as generous, cooperative, friendly, understanding, responsible, and helpful. They like to talk about philosophical questions. They get rewards from helping others, and their co-workers are often supportive and make each other feel wanted. Therefore, they often get a lot from their work, especially if they can interact a lot with co-workers.

A Social theme combined with an Artistic (A) theme increases the likelihood of preferring a non-business, non-bureaucratic setting, with lots of opportunity for freedom and expressiveness. People with this combination of themes often have a real aversion to structure, lack of humanistic values and conformity, and work best in a small, unstructured organization.

The Social theme, combined with the Enterprising (E) theme increases the likelihood of fitting into a business or agency which realizes profits.

## SOCIAL THEME (Continued)

People with this combination of themes are also more likely to move to leadership or supervisory positions. They may even accept sales or promotional work if it doesn't involve a "hard-sell" or if people need the product to get along.

## INVESTIGATIVE THEME

People with an Investigative (I) theme have more desire than most to make sense out of the world, understand causes and effects, and solve puzzles and problems. They often work in jobs which are scientific or laboratory in nature. They often develop rich vocabularies for classifying and distinguishing between different aspects of the world. Their work often involves the analysis of data, using formulae, graphs, and numbers. They like to think through problems and work with ideas, words, and symbols in solving them.

Preferred working conditions include a minimum of structure and supervision. Independence and originality are valued. People with this theme dislike repetitive activities, and they often like to work by themselves.

Co-workers are often individualistic and unconventional, even asocial and aloof. They are often exploring new ideas or approaches, and they often like to deal with abstract ideas.

The following common flavors are associated with the Investigative theme: analytical/ scientific; intellectual; curious; critical; unconventional; abstract; enjoy problems and puzzles; independent; socially reserved.

When the Realistic (R) theme is in evidence with the Investigative, the person is often more mechanical and oriented toward data and physical objects. This may mean they are more concrete and involved in applied scientific tasks, such as engineers and technicians.

## INVESTIGATIVE THEME (Continued)

When the Artistic (A) theme is higher than the Realistic, the person with an Investigative theme is more likely to stress creativity and idea-oriented activity. This person is likely to desire freedom from excessive structure and repetitive activities dealing with tangible or concrete objects.

If the Artistic and Social themes are both in evidence along with the Investigate, the person is likely to enjoy psychological work.

## REALISTIC THEME

People with a Realistic (R) theme often prefer to deal with objects or things rather than with ideas or with people. They are more likely than others to enjoy creating things with their hands and using tools or machines. Some prefer large, powerful machines, such as tractors, cranes and big trucks, while others prefer precision machinery, such as X-ray machines or electronic testing equipment. It is not uncommon that they work with cars, boats, electrical equipment, construction machinery, or build houses, roads or equipment.

People with this theme also express preferences for outdoor activities which permit movement and physical coordination. Many enjoy working with animals or natural resources. They more often take pride in their physical abilities and technical skills than in social skills or abstract thinking abilities.

Co-workers are often rugged, robust, and handy with tools. They often like outdoor sports, such as hunting and fishing, and they are not likely to talk about their feelings when interacting with others. They have some tendency to see the world in simple, tangible and traditional ways. They are inclined to spend extra money on cars, campers, motorcycles, boats and equipment such as CB radios. They prefer concrete activities to abstract problems.

## REALISTIC THEME (Continued)

People with Realistic themes like to have straightforward tasks and see the results of their labors. Their efforts can usually be related to results which are observable and immediate. This makes life more direct and uncomplicated by intricate problems involving people or organizations or conflicting philosophies.

The following flavors are often in evidence: mechanical; technical; physical; blue-collar; athletic; masculine; practical; concrete; outdoor.

When the Investigative (I) theme is also strongly in evidence, there is a greater likelihood that the person likes scientific work and will take more training or education. It is not uncommon for such people to major in engineering or move into technical jobs requiring some mathematical abilities.

When the Conventional (C) theme is also in evidence, the person may be more traditional in lifestyle and get along better in larger companies which provide structure and security. These individuals often move from mechanical and construction jobs to supervisory or foreman positions.

If the Realistic theme is connected with a higher Artistic (A) theme, the person often has skills and interest in the crafts and natural life-styles.

## CONVENTIONAL THEME

People with a Conventional (C) theme often prefer orderly, systematic work with data, such as keeping records, organizing written and numerical materials according to some plan, and are more likely to seek clean working conditions where rules and procedures are clearly stated. They fit well into large organizations, but they do not seek out leadership, which means they like to be in the chain-of-command. This permits them to avoid responsibility for dealing with ambiguous situations without clear-cut rules.

## CONVENTIONAL THEME (Continued)

They are usually dependable and can get along without constant stimulation or intensity of relationships. They like to see things run efficiently and smoothly, which means they will pay attention to maintenance tasks, administrative considerations and details required to make complex organizations function on a day-to-day basis. They frequently keep an organization running long after the initiator or developer has gone on to new challenges

The Conventional theme combined with the Realistic (R) theme increases chances of the person's liking to work along with a lot of concrete structure and specific direction. This may increase chances that the person will be comfortable working with technical machines, and the combination may decrease the chances that they will want to become a supervisor or deal with ambiguous situations not described in the rule books.

The Conventional theme, combined with the Enterprising (E) theme, increases chances that the person will move into supervisory positions and deal more with people. They may deal with the public more easily and seek limited responsibility for selling if they really know and believe in their product.

## ENTERPRISING THEME

People with an Enterprising (E) theme often prefer activities which involve selling, promoting, or leading others. They like to have power and to be able to influence others. They are good with words which they use in selling, leading and dominating. They seem to enjoy convincing people and being powerful or influential. They are likely to be impatient with routine, systematic and precise work, or work involving long periods of intellectual effort or concentration.

Besides power, they often like material wealth and working in expensive

## ENTERPRISING THEME (Continued)

settings. They usually get their biggest rewards in business settings where there is higher financial payoff, but they can work well in public agencies if promotional and political skills are rewarded with more power and influence.

They describe themselves as adventuresome, ambitious, argumentative, energetic, self-confident, talkative and domineering. They like competitive activities, and they like to see things happen. They are often known as "wheeler-dealers" and they like to meet famous, rich, and powerful people.

People with an Enterprising theme combined with a high Conventional (C) theme are more likely to fit into a larger company or organization which requires more stability and order. They may even deal with administrative tasks without becoming as bored as the person with more of the Social (S) or Artistic (A) themes.

Combined with the Social theme, people with an Enterprising theme are more likely to like a lot of people interaction, sometimes in soft-sell sales or even promoting social programs or other non-business enterprises. Many detest the need to keep records and tend to details, and this hampers their sales potential because they don't keep track of inventories and paperwork.

## ARTISTIC THEME

The person with an Artistic (A) theme prefers to be expressive and aesthetic. This often means that they like to create new forms or design environments or experiences which capture something they value.

Jobs having this flavor are found in settings such as art galleries, music stores, theaters, interior decoration shops, photography studios, television studios, libraries, newspapers, etc.

ARTISTIC THEME (Continued)

Co-workers are often unconventional, individualist, concerned about beauty, focusing on momentary experiences and the aesthetic aspects of environments. They don't like a lot of structure or conformity, and they like to come up with new ways and effects. They often need to work alone to permit individual expression. They tend to describe themselves as disorderly, emotional, imaginative, intuitive, non-conforming and impractical.

They want the opportunity to create new things and have new stimulation. This means that innovation is encouraged by persons having the Artistic theme. Bureaucratic, conventional organizations cause much frustration for employees with a high Artistic theme.

When the person with a high Artistic theme also has a high Investigative (I) theme, they are often more inclined to like independence and autonomy, while being somewhat more idea-oriented or analytical.

When the person with a high Artistic theme has a higher Social (S) than Investigative theme, he or she is more inclined to like interactions with others but without a specific, clear-cut agenda. The A-S person often enjoys counseling and teaching if plenty of self-expression and freedom are permitted during interactions.

Since few jobs exist which are strongly Artistic in nature, individuals with this theme often need to earn money in non-artistic settings and satisfy many of their needs in hobbies and non-vocational settings. Many with Artistic themes develop a lifestyle which requires little income, and they often look down upon people who stress material possessions and dependency on technical/mechanical objects.

SUGGESTED TOPICS
FOR SUPPLEMENTARY WORKSHOPS
AND CLASSES

Time Management

Assertiveness Training

Financial Planning

Math Anxiety

Stress Management

Single Parenting

Coping with Depression

Social Re-entry

How to Use the Social Service System (Welfare, Food Stamps, etc.)

Coping with Loneliness

Taking Care of Your Health

Sexuality

Living Well on Low Cost Budget

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Displaced Homemakers Vocational Plan

I. Option I

_____

_____

How will I do it:

_____

_____

When will I do it:

_____

II. Option 2

_____

_____

How will I do it:

_____

_____

When will I do it:

_____

III. Option 3

_____

_____

When will I do it:

_____

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## Displaced Homemakers Record of Job Interviews

Name: _____

1. Company Name: _____ Date: _____
2. Company Name: _____ Date: _____
3. Company Name: _____ Date: _____
4. Company Name: _____ Date: _____
5. Company Name: _____ Date: _____
6. Company Name: _____ Date: _____
7. Company Name: _____ Date: _____
8. Company Name: _____ Date: _____
9. Company Name: _____ Date: _____
10. Company Name: _____ Date: _____
11. Company Name: _____ Date: _____
12. Company Name: _____ Date: _____
13. Company Name: _____ Date: _____
14. Company Name: _____ Date: _____
15. Company Name: _____ Date: _____

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Displaced Homemaker Program

Evaluation

I. What part of the program was most useful for your needs?

II. What could we do to make the program better?

What would you add:

What would you give more emphasis:

What would you give less emphasis:

III. Would you recommend this experience to your friends?

IV. Other comments:

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Displaced Homemaker Follow-Up Form

I. Name: _____

II. Address: _____

Telephone: _____

III. Employed: _____ If so, where: _____

a. full-time _____

b. part-time _____ How many hours: _____

IV. Training Program: _____If so, where: _____

V. If not now employed, are you actively seeking employment?

Yes _____ No _____

Where? _____

VI. If the answers to 3, 4 and 5 are NO, what is the status of your present situation?

VII. Other comments:

10-14-77

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Final Report

Project No. 77-AXC(164)NC

# Vocational Orientation and Training for Displaced Homemakers

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

MARCH 1979

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Women's Center
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BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington 98007

WOMEN'S CENTER
Displaced Homemakers Project

FINAL REPORT
September 22, 1978

PURPOSE:

The purpose of this project was to develop a vocational orientation "job readiness" course for displaced homemakers which could be offered as part of the regular college curriculum.

OBJECTIVES:

Self placement by 60% of the participants completing the Bellevue Community College Displaced Homemakers Program into job training or employment by September 11, 1978, and completion of an instructor's course manual for the program.

PROBLEM:

The displaced hoemmaker is a mature person, most often female, who has been a full-time homemaker for a substantial number of years, and who must now obtain paid employment due to death of spouse, divorce or other loss of family income. She is most often ineligible for unemployment compensation, social security or public assistance. When she loses her husband, she usually loses her health insurance and retirement benefits. Having spent many years in a dependent role, the displaced homemaker often lacks self-confidence and vocational goals. She is not aware of the skills, abilities and potential she has developed during years of homemaking. She faces additional hurdles in seeking employment because she is older and lacks recent paid work experience. In short, she is emotionally and vocationally unprepared to compete in the job market.

The displaced homemaker differs from the average returning women student because of the immediacy of her needs. She frequently does not have the time or financial resources for two or more years of education. Typically she has six months to one year to prepare for employment. She may be under severe emotional stress with feelings running the gamut from deep grief and loss to anger or fear. The displaced homemaker did not choose to go back to work or school; circumstances often beyond her control made the choice for her. Thus she may lack the motivation and enthusiasm so often displayed by returning women students.

It was determined that building self-confidence and providing emotional support are essential to job readiness for the displaced homemaker and would be included in the proposed course. Thus the problem was to develop a course which would provide assessment and transfer of skills developed during homemaking years to the job market along with vocational training and employment information; stimulate group cohesiveness, personal initiative and realistic vocational planning; and motivate the displaced homemaker to place herself in vocational training or employment within 90 days of completing the program.

A secondary problem was to reach the displaced homemaker and let her know of the new program. As displaced homemakers fall through the crack of existing social service and employment programs, they were not on anyone's client roster. Their years of dependence, lack of self-confidence and few resources often led them to retreat into their homes in "quiet desperation." The project could not assist the displaced homemaker until it identified her to agencies, employers and the general public, and recruited her into the program.

METHODS:

A 9 week vocational orientation course was developed and taught by a certified vocational specialist, and a trained peer counselor (both displaced homemakers themselves). It was divided into two parts, self-confidence building/emotional support and vocational orientation.

A total of 65 students, (20 per quarter, for 3 quarters) attended class twice a week for 2 hour sessions. Due to grant funding, the class was offered at no charge. The first four sessions were designed to assist the Displaced Homemaker in expressing some of the emotions which may have been consuming her energy and preventing her from making realistic plans and taking action. The sessions included exercises to build group cohesiveness, increase self-esteem and teach techniques of self care. During this period, it was arranged for students to take the Strong Vocational Interest Test, and Differential Aptitude Test outside of class.

In addition, The Tennessee Self Concept Scale was administered at the first and final class sessions, to serve as a pre and post program test and measure changes in self-image as a result of the program. At the fifth session, vocational planning was begun, with the examination of personal interests, skills and values.

From this point on, vocational planning and emotional support sessions were alternated according to the needs of the class. Some of the groups were more ready to focus on employment than others. A class composed primarily of divorced women needed to focus on different emotional issues than a class composed mainly of widows. At all times, it was essential that the instructor maintain flexibility and conduct the course to best meet the needs of the group. A complete and detailed instructors

manual for this course is available under separate cover.

Following the nine week course, all students were required to attend an intensive 20 hour job finding seminar, offered by Interaction, Inc. a private corporation on contract from the State Department of Employment Security. The workshops were offered free of charge around King County and were scheduled at Bellevue Community College to integrate with the Displaced Homemakers Program. The seminar concentrated on resume writing, interviewing and job search techniques. It served as an excellent reinforcement and follow-up to the material presented in the Displaced Homemaker course. Similar workshops are available with other companies on contract throughout the state.

As part of the program, each participant completed an individual vocational plan, indication long and short range employmnet goals, the actions and training necessary to achieve these goals, and a time line for action. Thirty, sixty and ninety day follow-up by mail or telephone monitored the Displaced Homemaker's progress against her vocational plan.

Supplementary support services were provided. An employment resource center was established for the Displaced Homemakers Program and make available to all women visiting the Women's Center. Resources included a mini-cat viewing screen with daily delivery of job listings from Bellevue Job Service, additional job openings registered with the Women's Center by the public and private sector, a resume bank of women seeking employment, catalogs and descriptions of Puget Sound vocational training programs, and notebook with job search tips, sample resumes, cover letters, etc. An Employment Resource Coordinator, funded by Bellevue Community

College to supplement the project, was available 10 hours per week to personally assist persons seeking employmnent.

Other support services included free legal advising by a retired lawyer from the Retired Senior Volunteer Program, health services from the Bellevue Community College Wellness Resource Center, personal income tax assistance from a volunteer Certified Public Accountant, vocational testing and use of W.O.I.S. from the Bellevue Community College Human Development Center, and lectures, workshops information and referral all available through the regular Women's Center Program. A network of 35 public and private agencies was established to share information and provide services to Displaced Homemaker. A particularly close working relationship, with referrals going back and forth, was established with Eastside Community Mental Health Center, Bellevue Job Service (Employment Security), Overlake Service League and the Eastside office of the Department of Social and Health Services, Work Incentive Program.

A massive publicity campaign was undertaken to meet the problem of recruiting Displaced Homemakers for the program and education of prospective employers, agencies and general public. The program was advertised through Women's Center brochures, the Bellevue Community College Quarterly College Schedule mailed to 90,000 homes, press releases, fliers in libraries, hospitals and through the agency referral network. Project staff identified attorneys as extremely likely to have contact with widowed or divorced homemaker. Information about the program was then distributed to members of Washington Women Lawyers and printed in the monthly newsletter of the King County Bar Association. Major feature articles about the program were periodically printed in the Eastside Journal American, Seattle Times and Seattle P-I. These articles were

then picked up by other local papers, including those in Eastern Washington. As a result, we received inquiries about the program from Displaced Homemakers and agency personnel in Walla Walla, Spokane, Wenatchee, Yakima - in short, from all over the State.

The staff gave numerous interviews on the radio -:

KGDN
KIRO - 2 times
KRAB - 3 times
KOMO
KBCS

The project was featured on television during the 6:00 news by KOMO and KING T.V. In addition, personal television appearances included:

| | |
|---|---|
| "Eye of Northwest" | KIRO - T.V. |
| "Great American Game" | KING - T.V. |
| "Window" | KOMO - T.V. |
| "It's About Time" | KING - T.V. |
| "Probe" | KSTW - T.V. |
| "Seattle Today" | KING - T.V. |

The following public speaking appearances were made:

| | |
|---|---|
| 1977 June | Church Council of Greater Seattle<br>25 people |
| 1977 July | Washington State International Women's Year Conference<br>100 people |
| 1977 September | Kirkland - Redmond Branch of AAUW<br>35 people |
| 1977 November | Seattle Central Community College<br>Women's Programs & Services<br>37 people |
| 1977 November | Family and Child Center Renton<br>11 people |
| 1977 November | Pre-School Parents - North Bend<br>17 people |
| 1977 November | Headstart Parents - Carnation<br>30 people |

| | |
|---|---|
| 1977 November | Washington Federation of Republican Women<br>100 people |
| 1978 January | Poverty Bay Republican Women's Club<br>20 people |
| 1978 January | Republican Women of Federal Way<br>25 people |
| 1978 January | East King Council of Social & Health Services<br>10 people |
| 1978 February | Shoreline Community College Displaced Homemaker Symposium<br>75 people |
| 1978 February | A.A.U.W.<br>36 people |
| 1978 February | Planned Parenthood East<br>16 people |
| 1978 March | Methodist Church, Kirkland<br>40 people |
| 1978 March | Class of Social Human Service Practicum<br>12 people |
| 1978 April | Shoreline Republican Women's Club<br>25 people |
| 1978 April | National Organization of Women<br>45 people |
| 1978 April | Eastside Feminist Alliance<br>25 people |
| 1978 April | University of Washington Conference on Aging<br>25 people |
| 1978 May | Gerontology Interdisciplinary Course for Professionals & Paraprofessionals<br>30 people |
| 1978 June | Community Psychiatric Clinic (Seattle)<br>25 mental health professionals |

| | |
|---|---|
| 1978 June | Northwest Women's Action Conference (workshops) |
| 1978 June | The Washington State Women's Council 15 people |

A small ad was placed under Help Wanted in the local newspaper for 3 to 4 weeks before the class began. It read: "Free Job Readiness Program for Widowed and Divorced Homemakers. Call Bellevue Community College, Women's Center, 641-2279."

One hour orientations for Displaced Homemakers interested in the course were held two weeks and one week before the class was scheduled to begin. The orientations were well publicized through press releases to the media and through personal phone calls to referring agencies. At the orientations, the instructors introduced themselves and described the program. Those attending were invited to introduce themselves and identify the services they were seeking. Each person completed an intake form and was told when she would be notified of her acceptance into the program.

Intake forms were screened by the instructors. Women who were judged to be most able to benefit from the program were given first priority. Those indicating extreme emotional stress, or under heavy medication, or who were separated and still in the process of divorce were offered an informal emotional support group run by the Women's Center, or they were referred to the appropriate agencies. Our experience was that persons in the process of divorce, expecially those still negotiating a property settlement, would benefit more from postponing the course until they were through this period. This was due to heavy

emotional stress at this stage of separation, and also to the frequent advice of attorneys to avoid employment until after the property settlement is made.

Displaced Homemakers contacting the program after the course had begun each quarter were interviewed by staff peer counselors and invited to attend a weekly support discussion group for those "waiting" for the next class. The "Waiting Group" was led by a graduate counseling intern, who concentrated on eliminating emotional problems or personal behavior which might be a barrier to successful completion of the program.

LIMITATIONS:

With a budget of $12,500, this project was severely underfunded. Funding was not sufficient for adequate supplies or for community outreach or for contact with employers. Counselors found themselves trying to do secretarial work, public relations and job placement. The budget alloted 8 hours per week for a vocational specialist. This covered class teaching and preparation time, but did not allow adequate time for project team meetings or for individual vocational counseling of the project participants, which was necessary in many cases. The project staff was so overworked that the follow-up of women completing the program was sometimes delayed or not done in the thorough manner that had been planned. Had more financial resources been available, two additional support groups would have been added - one for employed program graduates to assist in their work adjustment, and a second for those graduates seeking immediate employment to exchange information on employment opportunities, and maintain high motivation for job search.

The objective of job placement for Displaced Homemakers within 90 days of completing the program may have been unrealistic. Statistics from manpower programs, including Career Change, indicate that 5-6 months is the usual time line for employment. With the additional trauma resulting from their recent marital transition, Displaced Homemakers may require even more time to find a job.

SAMPLE POPULATION:

One hundred thirty seven (137) women completed intake forms for the project. Sixty-five (65) were accepted into the Displaced Homemaker Program. Fifty -two (52) completed the course.

Among those completing the program, 71% were residents of East King County, living within the boundaries of community college district #8. The remaining 29% came from Seattle, Snohomish County and South King County. One participant moved from Wenatchee to King County in order to participate in the program. The sample population was largely divorced, Caucasian women, ages 40 - 60, with a high school diploma or less, and an income below $6,000 per year. At the time of intake, 77% of the women believed they had to find a job within one year.

SAMPLE POPULATION BY RESIDENCE:

| | |
|---|---|
| East King County | 71 % |
| Seattle | 10 % |
| South King County | 15 % |
| Snohomish County | 2 % |
| Other | 2 % |

SAMPLE POPULATION BY AGE:

| | |
|---|---|
| 20 - 29 | 8 % |
| 30 - 39 | 19 % |
| 40 - 49 | 33 % |
| 50 - 60 | 38 % |
| over - 60 | 2 % |

SAMPLE POPULATION BY RACE:

| | |
|---|---|
| Caucasian | 100 % |

SAMPLE POPULATION BY MARITAL STATUS:

| | |
|---|---|
| divorced | 54% |
| separated | 23% |
| widowed | 21% |
| husband disabled | 2% |

SAMPLE POPULATION BY EDUCATION LEVEL:

| | |
|---|---|
| Below 12th grade | 21% |
| high school graduates | 46% |
| some college or vocational school | 27% |
| college graduates | 6% |

SAMPLE POPULATION BY INCOME LEVEL:

| | | | |
|---|---|---|---|
| | below | $6,000 | 62% |
| $6,000 | - | $10,000 | 21% |
| | above | $10,000 | 2% |
| | no response | | 15% |

SAMPLE POPULATION BY PERCEIVED AMOUNT OF TIME: Available for Job Training/ Job Search

| | |
|---|---|
| 0 - 6 months | 48% |
| 6 -12 months | 29% |
| 13 -24 months | 0% |
| unknown | 23% |

Separate statistics were compiled on those who dropped out of the program to see if any demographic profile developed. Due to the small number (13) it was not possible to make any valid predictions. Persons dropping out of the program had a wide variety of reasons including immediate job placement, immediate job training placement, personal illness, child care problems or a decision that she did not need the program

PROJECT DROP OUTS PROFILE: (total 13)

| age | | marital status | | education | |
|---|---|---|---|---|---|
| 20 - 29 | 1 | divorced | 8 | below 12th grade | 2 |
| 30 - 39 | 2 | widowed | 2 | high school diploma | 6 |
| 40 - 49 | 4 | separated | 3 | business school | 2 |
| 50 - 60 | 5 | | | college diploma | 3 |
| over 60 | 1 | | | | |

| yearly income | |
|---|---|
| under $6,000 | 6 |
| $6,000 - $10,000 | 2 |
| no response | 5 |

## RESULTS

Administration of the Tennessee Self Concept Scale to each group of participants at the beginning and end of the Displaced Homemakers Program indicated that the women increased their positive self-concept during this period. The Tennessee Self Concept Scale consists of 100 self-descriptive statements which the subject uses to portray her own picture of herself. It is composed of a total personality score as well as 8 sub-scale scores. Pre-test scores were as follows:

29% had a pattern where most points were one standard deviation below the mean;

59% had a pattern where most points were in and around the mean;

13% had a pattern where most points were one standard deviation above the mean.

Post-program testing demonstrated an across the board rise in scores:

15% had a pattern where most points were one standard deviation below the mean;

54% had a pattern where most points were in and around the mean;

30% had a pattern where most points were one standard deviation above the mean.

### OVERALL PATTERN OF SELF CONCEPT SCORES

| pre - program | | post - program |
|---|---|---|
| 1 standard deviation below mean | 28% | 15% |
| mean | 59% | 54% |
| 1 standard deviation above mean | 13% | 30% |

It is interesting that scores on the scale measuring the physical aspect of self-concept: feelings about the body, state of health, appearance, physical skills and sexuality were among the lowest in both the pre and post program testing. 71% of the sample had the physical scale as one of their two lowest scores in the pre-test, while 52% scored in the same manner on the post-test. Displaced Homemakers are acutely aware of their advancing age in a youth oriented society. In each class there were several participants whose husbands had left them for younger women. It is natural for them to internalize the values expressed by the media and those around them and feel negatively about themselves as physical beings. Project participants reported a wide variety of chronic physical complaints which were not being successfully treated by physicians, and which were frequent reasons why they had to postpone looking for work or had to cancel a job interview. The project staff was aware that "getting sick" was an acceptable way to express depression, negative self-concept and avoid risk taking positive actions. As a whole, the group scored very high on the Social Scale on both the pre and post tests. The Social Scale reflects the person's sense of adequacy and worth in her social interaction with other people in general. This pattern was to be expected as it reflects the traditional "social" and nurturing role of women in our society, and of homemakers in particular.

Subjective evaluation forms completed by project participants indicated that the women were highly staisfied with the program and believed it had greatly helped them to recognize their marketable skills, formulate career goals and stabilize emotionally during a difficult period in their lives. When asked which part of the program was most useful, they almost unanimously named both vocational interest and aptitude testing and emotional support. Typical comments were:

"The testing was valuable because the different tests helped me to recognize my talents. The emotional support was invaluable because without it I would not have been emotionally able to use the information I learned from the testing."

"Being made aware of my skills, when I came into the class. I thought I had nothing to offer the business world, I was mistaken, thank God."

"I came into class thinking I only needed the career part, but I found as I went along that it was the emotional support that was helping me make use of the information I was gaining in the careers section."

"Taking the interest and aptitude tests. Talking about what is available in the job market."

"The diads and triads - the lists of gripes and appreciations really helped my focus. The collage was exciting and rewarding to do. The testing (interest and DAT) pointed me toward work areas I had not considered."

"The emotional support benefited me most. The insights and control I gained gave me courage and knowledge to advance to job seeking."

When asked how the program could be improved, the great majority indicated more hours of class or a longer program. Other suggestions for improvement were:

smaller classes, individual personal counseling, more time on specific careers, less time on non-traditional careers, job training as part of the program, a follow-up support group for job seekers, professional assistance for job placement.

In total, there was little dissatisfaction with what was offered, but there was a general feeling of frustration that there wasn't enough time and that the participants wanted MORE.

The project staff was aware that the Displaced Homemakers had been dependent upon their spouses for many years, and that it would be natural for them to transfer that dependency to the program requesting increased and continued services. The goal of taking responsibility for oneself and achieving self-placement in job training or employment was emphasized throughout the program. However, it is difficult to reverse a lifetime pattern in 11 weeks. Follow-up statistics indicate that participants may have, in fact, benefited from a longer program or from continuous group support during the follow-up period.

Final follow-up statistics, completed in early September 1978, indicated that 57.7% of those completing the Displaced Homemaker Program were employed or in job training at that time, forty-two (42%) per cent were employed full or part-time, while 15% were in training. Four (4) per cent reported they were actively seeking employment, the remaining 38% of the participants reported they were attending to health problems, still finalizing the details of their divorce or estate settlements, reconciled with their spouses or remarried and choosing to remain full-time homemakers, staying home with their children for the Summer, or had moved out of the state and could not be reached.

Those in training were attending the University of Washington, Bellevue Community College, Seattle Central Community College and private business schools mainly in business fields - secretarial, accounting, retail management.

Almost one half of those employed were in clerical fields - receptionist, bookkeeper, secretary, general office work. Two reported starting or being about to start their own businesses - a maintenance service and an antique shop. The remaining employed participants

indicated jobs in retail sales, real estate sales, employment counseling with a private firm, waitressing, daycare centers, nursing homes and product demonstration. 77% of those employed were working full-time The women working in product demonstration, waitressing and retail clerking were employed part-time. They had taken the jobs on a temporary basis, while waiting for job training or for the resolution of personal or family difficulties. Two program graduates decided to seek non-traditional jobs. One obtained employment as a truck driver, but was dissatisfied with that position and is now seeking a more traditional job. A second was accepted into the carpentry program at Seattle Central Community College, but is still waiting for space to become available.

The Displaced Homemakers reported considerable difficulty in finding permanent employment. Often this was related to their own personal requirements, i.e. wanting to work near home, wanting flexible hours, refusing to work for weekends or evenings, wanting to be home for children. Because of these stipulations, many chose part-time or temporary employment, aware that it would result in greater economic hardship.

Typical comments on follow-up forms were:

"I worked all Summer as a demonstrator part-time which included weekends. My new job as a (employment) counselor is a trial situation. It is a new operation so it's building from scratch. I took it for the opportunity to use my own initiative and the flexibility it could allow me. Hopefully, I can make a decent living doing it."

"I have enrolled in beginning typing at Bellevue Community College. Will look for employment middle of October, preferably part-time."

"Have given notice at both jobs, I would like to leave - because I'd rather work at a full-time job instead of two part-time jobs - Looking now for full-time work."

"After trying on my own to find employment, I went through an employment agency. Sent me on excellent interviews for good companies. Only been working at job one month, but excellent benefits, great people!"

"I enjoy my job very much, am feeling more important and secure. I had the fear that I would never work again - that is gone. I am feeling much better about myself."

"I am only on a temporary assignment from 3 to 6 months beginning July 31, 1978. Also had a temporary assignment last February and March 1978. I am still trying to get further training through the CETA programs as I can see I'll never get ahead this way."

"I have recently completed a 6 week brush-up office skills course. I am now seeking secretarial work..... I cannot work until school resumes in September as my youngest daughter is having surgery at the end of this month."

DISPLACED HOMEMAKER PROJECT STATISTICAL SUMMARY

| | |
|---|---|
| Applicants for program: | 137 |
| Accepted into program: | 65 |
| Completed program: | 52 |
| Employed full-time: | 17 |
| Employed part-time: | 5 |
| In training: | 8 |

## CONCLUSIONS

The Displaced Homemaker is truly a person caught in a bind which is composed not only of the stereotyping, discrimination and intense competition of the job market, but also of her own inner conflicts about her roles and responsibilities. She has, for many years, been a homemaker, fulfilling the most traditional role society assigns women. Her priority has always been to take care of her family. Now, as a single head of household, she feels that responsibility even more strongly, even with teenage and young children. Thus, while she perceives herself in an economic crisis needing immediate full-time employment, she may instead take a part-time job or postpone job seeking entirely to spend the Summer home with children, or attend to family matters. The barriers she faces of age discrimination and lack of recent paid work experience, combined with her lack of self-confidence and low enthusiasm for paid employment may seem insurmountable to her. Statistics from manpower programs indicate that it takes an average of 6 months full-time job search to find a permanent, full-time job . With the additional hurdles facing the Displaced Homemaker, she may require more time than that.

The Displaced Homemaker Program was successful in assisting the participants to increase self-confidence, identify skills and formulate realistic vocational plans. By combining vocational orientation and emotional support, it served as a bridge between mental health services for those at a difficult life transition, and the reality of the world of work. The program fostered a support network of new friends for the participants with whom they could make the social adjustment of being a single adult, as well as share employment concerns and job tips.

The Displaced Homemaker Program was conceived as a first step for homemakers seeking to re-enter the job market, and as such, met its goals. Participants placed themselves in job training or in entry-level positions. They will need continued supplementary or in-service training and support in order to assure upward mobility and financial security. Job placement statistics compare most favorably with the Displaced Homemaker Center of California, which operated on a budget eight times greater than this project . However, a longer follow-up period to allow project participants time to adjust to their marital transition, settle into permanent employment and implement their vocational plans would provide a more accurate means of judging the impact of the program.

Recommendations for similar or future programs include:

obtaining funds for a specific job training component or on-the-job training component for the program, done in cooperation with area employers; extending the program to include weekly support and information sessions during the job search period, with continued support in the evening for those already placed.

With the rising divorce rate and women increasingly outliving their husbands, the need for vocational orientation programs specifically designed for the Displaced Homemaker is apparent throughout the nation. Since the conclusion of this project in June 1978, more than 100 persons have requested its services. This project has been an example of the community college combining its educational, vocational and personal development resources to meet the special needs of community members.